

TESOL 2010 K-12 Dream Day:

Re-Imagining Student Engagement through Best Practices & Programs

**March 24, 2010 • Boston Convention & Exhibition Center
Boston, Massachusetts, USA**



**TEACHERS OF ENGLISH TO SPEAKERS OF OTHER LANGUAGES, INC.
A Global Education Association**

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Morning Keynote

► **Expertise, Energy, and Excellence: What's Love Got to Do with It? • 9:00 – 9:45 am**

Presenter: Joan Wink, CSU Stanislaus, United States of America

This presentation will set the tone for the day of celebration of K-12 teachers. Joan will share her ideas about maintaining expertise, energy, and excellence while balancing a career, family, and community responsibilities. In addition, Joan will connect her thoughts to the work of Jim Cummins and Howard Gardner.



Differentiation Strand:

► **Essential Practices for English Language Learners • 10:00 – 11:15 am**

Presenters: David Freeman, The University of Texas at Brownsville, United States of America; Yvonne Freeman, The University of Texas at Brownsville, United States of America

The presenters describe 6 practices essential for teaching ELLs effectively. Teachers should know their students, teach language and content, organize curriculum around themes, draw on students' languages and cultures, emphasize meaningful reading, and develop academic language. The presenters use PowerPoint slides with pictures from classrooms to illustrate each point.

► **Non-Language Based Math Assessments for English Learners • 11:30 am – 12:15 pm**

Presenter: Elizabeth Monk, United States of America

Dr. Monk has developed and pilot tested non-language-based math assessments to better differentiate placement and instruction. The presenter will share how these assessments are being used in her school district. Participants will have an opportunity for hands-on practice using the math assessments.



► **Re-imagining K-12 Student and Teacher Engagement in Assessment • 2:30 – 3:45 pm**

Presenter: Margo Gottlieb, World-Class Instructional Design and Assessment Consortium, United States of America

Imagine....common language assessment where teachers have a voice in its development. Imagine...student-centered assessment where English language learners reflect on their language learning. Imagine... standards-referenced assessment where data offer a body of evidence of students' language development. Come see how students and teachers benefit from engaging in the assessment process.



► **Differentiating Learning Differences Through Culturally Responsive Assessment Practices • 4:00 – 4:45 pm**

Presenters: Phyllis Hardy, The Education Alliance at Brown University, United States of America; Maria Wilson-Portuondo, Decision Analytics, Inc, United States of America

This workshop will present a framework in implementing and applying a culturally responsive Teacher or Child Support Team/RtI process when working with ELLs. Through collaborative problem solving teams, participants build and apply a shared knowledge of socio-cultural and linguistic factors that impact learning and behavior for ELLs with learning difficulties.



Academic Language & Literacy Strand:

► **Literacy for ELLs: 7 Essential Research-Based Practices • 10:00 – 11:15 am**

Presenter: Nancy Cloud, Rhode Island College, United States of America

The presenter will share research findings related to the teaching of reading and writing to ELLs as well as 7 essential research-based practices teachers can implement in their classrooms. This is a highly practical session designed for K-12 teachers who are committed to implementing research-based literacy practices with ELLs.

► **Academic Language in Science and Mathematics: More than Vocabulary! • 11:30 am – 12:15 pm**

Presenter: Luciana de Oliveira, Purdue University, United States of America

Language learning and content learning are simultaneous processes for ELLs, as language and content cannot be separated. This session presents ten practical suggestions for identifying the academic language demands of science and mathematics, beyond vocabulary. Participants will engage with sample texts and learn ways to “deconstruct” language with ELLs.

► **Improving Content Area Achievement Through Vocabulary and Reading Comprehension Skills • 2:30 – 3:45 pm**

Presenter: Margarita Calderon, Margarita Calderon and Associates, Inc., United States of America

This session demonstrates instructional strategies for developing academic vocabulary and vocabulary that nest subject domain words. Lesson templates will be used to help teachers integrate vocabulary, reading comprehension skills and writing strategies into math, science, social studies, language arts, ESL, and sheltered content. Lesson organization and schedules will be discussed.

► **A Radical Transition in Afghanistan • 4:00 – 4:45 pm**

Presenter: Suzanne Griffin, COP Afghan eQuality Alliances, Washington State University, Afghanistan

A country-wide teacher training project has helped Afghan teachers shift from lecture based classes to interactive instruction. Dr. Suzanne Griffin will show photos of materials made by Afghan teachers to engage students in learning tasks. Participants will share how they use items available in developing countries to make learning materials.

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Best Practices Strand:

► **Teachers of the Year: A Conversation on Best Practices • 10:00 – 11:15 am**

Presenters: TBA

A panel of National and State Teachers of the Year will share their expertise and passion for teaching students, focusing on issues and best practices of teaching ELLs. All content areas and levels will be represented.

► **Music: A Borderless Language • 11:30 am – 12:15 pm**

Presenter: Adam Milaszewski, EC Boston, United States of America

In this session, the speaker will recommend various methods of using music to increase language learning. Specifically, techniques improving an English language learner's speaking and pronunciation skills will be addressed. The speaker will give examples of how to incorporate music into every day lessons to make them more interactive.

► **Teaching Writing in a Multilingual Mainstream Elementary Classroom • 2:30 – 3:45 pm**

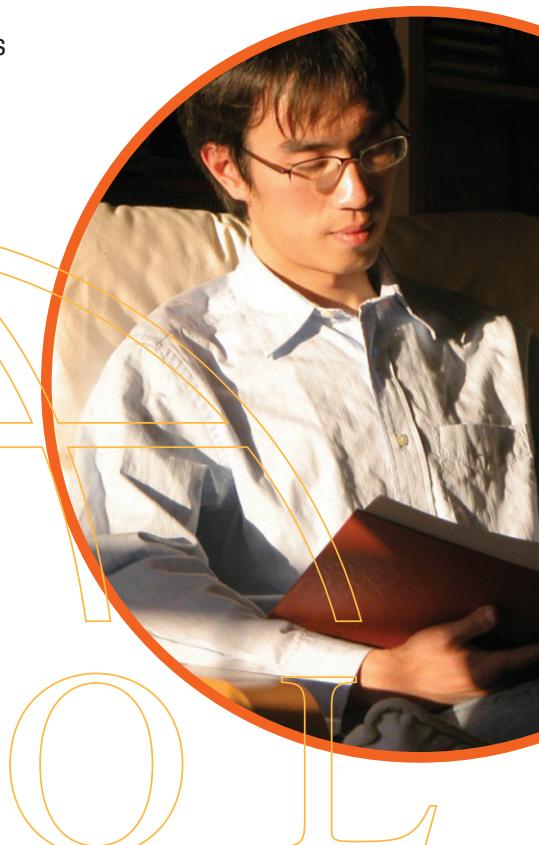
Presenters: Maria Estela Brisk, Boston College, United States of America; Deborah Nelson, Boston Public Schools, United States of America

Through explicit instruction of context, audience, genres, and language 4th grade teachers coached students to write personal recounts in preparation for a state standardized test, and blended science work and reading with the writing fictional narratives. Student writing outcomes suggest the importance of explicit instruction, particularly for bilingual students.

► **Bookbinding for Teachers and Students • 4:00 – 4:45 pm**

Presenter: Katherine Lobo, Belmont Public Schools, United States of America

This will be an interactive, hands-on workshop to learn book binding techniques to use with your students. Participants will make books and share ideas for their use in ESL instruction. participants will go home with several books made during the session. Instruction and materials will be provided.



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Leadership & Advocacy Strand:

► **Becoming Pedagogical Leaders for Radical Transformation • 10:00 – 11:15 am**

Presenter: Annela Teemant, Indiana University-Purdue University Indianapolis, United States of America

ESL specialists, at all levels, need to become pedagogical leaders in mainstream education, where radical transformation of classrooms and starting points for learning are needed. An ESL coaching model for working with mainstream teachers is presented. It is based on eight research-based pedagogical principles. Evidence of its effectiveness is shared.

► **Blueprint for ESL and Content Teacher Collaboration • 11:30 am – 12:15 pm**

Presenters: Jane George, North Kingstown School District, United States of America; Melissa Grinnell, North Kingstown High School, United States of America

Although ELLs comprise roughly 10% of K-12 students in the nation, the needs in low incidence districts are often ignored. Collaboration is required if ELL's language needs are to be met. Participants will customize a ready-made blueprint for communication between content and ESL teachers when time and space are limited.

► **All Teachers Become Quality Teachers of English Learners • 2:30 – 3:45 pm**

Presenter: Aida Walqui, WestEd, United States of America

This presentation focuses on the 3-year plan undertaken by two Austin high schools to retool all of their teachers to become effective teachers of their subject matter and the academic uses of English in their disciplines. Using video clips, the goals, theory of action, implementation, and results will be shared.

► **Lost in Translation: Translation Practices for ESL Parents • 4:00 – 4:45 pm**

Presenter: Trish Morita Mullaney, MSD Lawrence Township, United States of America

Schools provide oral interpretation for ESL parents in a variety of ways, including side-by-side translation, clustering parents with a bilingual "whisperer" or conducting separate meetings. What method is best? This interpretation study explores how parents, teachers and administrators conceive interpretation. Linguistically appropriate ways for engaging ESL families will be shared.

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Hot Topics: Challenges & Successes Strand:

► Examining the Language-Culture Bottleneck Impacting Immigrant Families' Engagement at School • 10:00 – 11:15 am

Presenters: Janet M. Smith, The Steppingstone Foundation, United States of America; Irma Flores, East Boston Ecumenical and Community Council, United States of America; Elizabeth MacDonald, Boston Public Schools, United States of America; Miriam Paz, Massachusetts General Hospital, United States of America

A case synthesis, drawn from urban school-based research, will be analyzed by panelists who include: a parent organizer, immigrant Latino parents and urban educators. Then parts of the case will be dramatized, with stop-action points for audience questions, critiques, and suggestions to enhance relationship between families and schools.



► Implementing a RTI Model with ELLs: An Urban Case Study • 11:30 am – 12:15 pm

Presenters: Claudia Rinaldi, Boston College, United States of America; Orla Higgins-Averill, Boston College, United States of America

This session will present three urban elementary schools with a majority of ELLs implementing a RTI model. RTI is a multi-tiered system that addresses the unique academic needs of all students by using evidenced-based instruction, progress monitoring, and instructional problem-solving. Application of the model and reading outcomes will be presented.



► Creating Leadership Development for ELL Students through Authentic Learning Experiences • 2:30 – 3:45 pm

Presenters: Oscar Santos, Kate Finkesteadt, Christian Irizarry, Carlos Diaz, Claudia Bell

This interactive hands on workshop focuses on how a high school that is exclusively designed to serve English Language Learners incorporates leadership development into its curriculum to prepare newly arrived students for active and informed citizenship that prepares students for post secondary education and beyond. The workshop will be led by students, teachers and administrators from Boston International High School.



► Attracting ELLs: Why Magnet Schools Do the Job • 4:00 – 4:45 pm

Presenter: Linda Davis, Broad Ripple Magnet for the Performing Arts, United States of America

All over the United States magnet schools are appearing. Many of our ELL students are moving into these educational environments. This presentation will define what a "magnet school" is, explain why ELL students are attracted to them, and tell why ELL students benefit from them.



Afternoon Keynote

► **Inspirational Pedagogy for English Language Learners • 1:15 – 2:15 pm**

Presenter: Jim Cummins, OISE, University of Toronto, Canada

Pedagogical considerations have played only a minimal role in recent discussions about the academic achievement of English language learners and low-income students more generally. The session will highlight the importance of "inspirational pedagogy" and outline its research basis and classroom implementation.

Closing Keynote

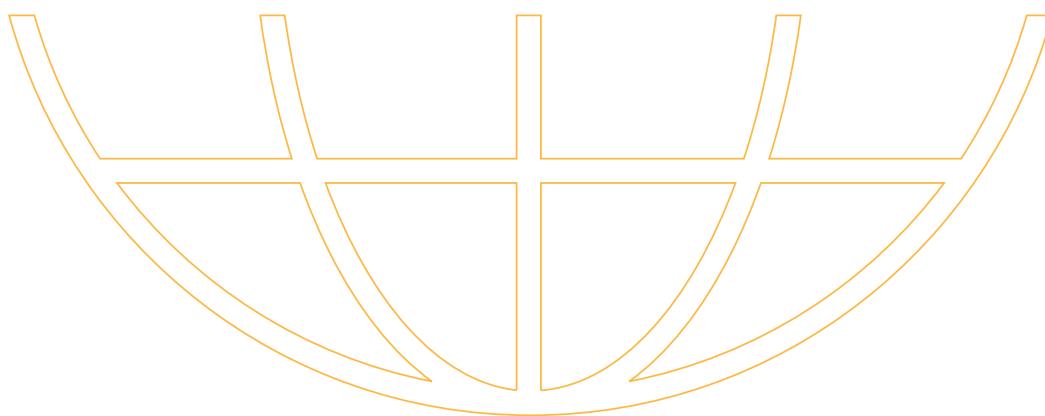
► **Five Minds for the Future • 5:30 – 7:00 pm**

Presenter: Howard Gardner, Harvard University

In the future, it will be important to develop five kinds of minds: disciplined mind, synthesizing mind, creating mind, respectful mind, and ethical mind. Dr. Gardner discusses the developmental sequence and the ways in which the five types of minds may conflict with or complement one another.



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TESOL 2010 K-12 Dream Day Registration form

Register online at <https://www.tesol.org/register/> or mail or fax this registration form to:

TESOL 2010 Registration Services

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Please contact Convention Services at conventions@tesol.org about ASL interpreter services or other special needs.

Registration and Dues (check appropriate boxes below)

K-12 Pre-Convention Workshop

Before March 1

- Early member full day = \$135
- Early non-member full day = \$165
- Early member half day AM or PM = \$70
- Early non-member half day AM or PM = \$85

After March 1

- Member full day = \$160
- Non-member full day = \$200
- Member half-day AM or PM = \$90
- Non-member half-day AM or PM = \$110



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